



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 8

Test Date: March 2009  
Code: 11521395  
SAU: Somerville School Department  
School: Somerville Elementary School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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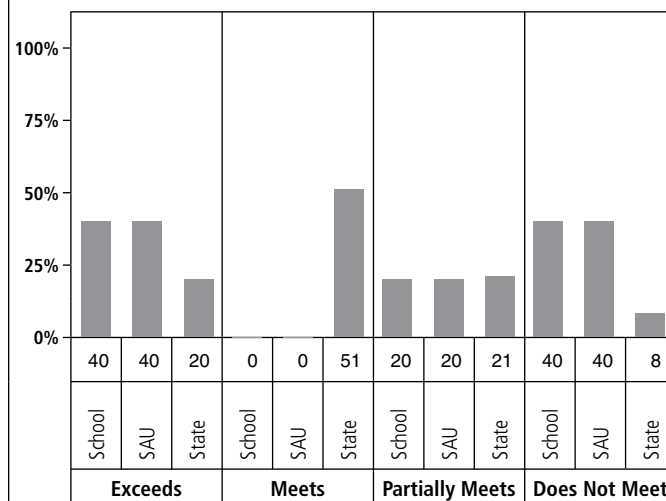
# SUMMARY OF SCORES

Test Date: March 2009  
Grade: 8  
SAU: Somerville School Department  
School: Somerville Elementary School

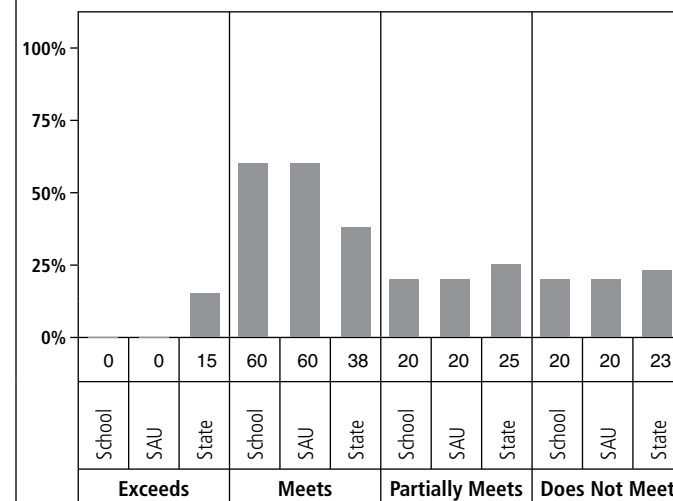
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b> 2006–2007 2007–2008 <b>2008–2009</b> Cum. Avg.*	842	842	847 849 <b>850</b> 849
<b>Mathematics</b> 2006–2007 2007–2008 <b>2008–2009</b> Cum. Avg.*	835	835	842 841 <b>843</b> 842
<b>Science</b> 2008–2009**	834	834	846

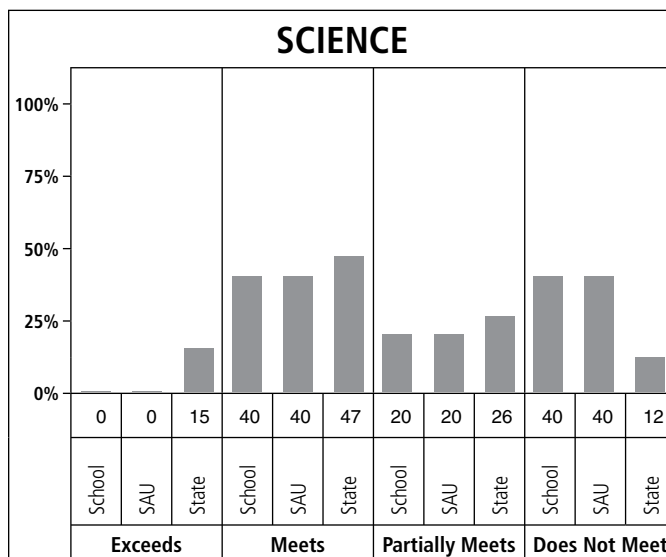
### ELA – READING



### MATHEMATICS



### SCIENCE



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

\*\* Because science standards were reset in May 2009, no historical data are available

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 8  
SAU: Somerville School Department  
School: Somerville Elementary School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	5	100	5	100	14804	100	5	100	5	100	14659	99	5	100	5	100	14653	99	5	100	5	100	14626	99
<b>Ethnicity</b> African American/Black	0	0	0	0	377	3	0	0	0	0	366	97	0	0	0	0	371	98	0	0	0	0	367	97
American Indian or Native Alaskan	0	0	0	0	119	1	0	0	0	0	117	99	0	0	0	0	115	97	0	0	0	0	116	98
Asian or Pacific Islander	0	0	0	0	238	2	0	0	0	0	232	97	0	0	0	0	234	98	0	0	0	0	234	98
Hispanic	0	0	0	0	192	1	0	0	0	0	188	98	0	0	0	0	191	100	0	0	0	0	190	99
Caucasian/White	5	100	5	100	13878	94	5	100	5	100	13756	99	5	100	5	100	13742	99	5	100	5	100	13719	99
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Identified disability</b>	1	20	1	20	2489	17	1	100	1	100	2434	99	1	100	1	100	2424	98	1	100	1	100	2418	98
<b>Current LEP</b>	0	0	0	0	349	2	0	0	0	0	331	95	0	0	0	0	342	98	0	0	0	0	338	97
<b>Economically disadvantaged</b>	1	20	1	20	5460	37	1	100	1	100	5380	99	1	100	1	100	5377	99	1	100	1	100	5359	98
<b>Migrant</b>	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100	0	0	0	0	6	100

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	3	60	3	60	12132	82	3	60	3	60	12124	82	3	60	3	60	12169	82
Identified disability (PET/IEP)	0	0	0	0	379	3	0	0	0	0	380	3	0	0	0	0	425	3
LEP	0	0	0	0	166	1	0	0	0	0	169	1	0	0	0	0	168	1
504 plan	0	0	0	0	200	2	0	0	0	0	200	2	0	0	0	0	202	2
<b>Participation with accommodations</b>	2	40	2	40	2349	16	2	40	2	40	2347	16	2	40	2	40	2288	15
Identified disability (PET/IEP)	1	50	1	50	1877	80	1	50	1	50	1862	79	1	50	1	50	1824	80
LEP	0	0	0	0	158	7	0	0	0	0	167	7	0	0	0	0	165	7
504 plan	0	0	0	0	70	3	0	0	0	0	70	3	0	0	0	0	66	3
Other	1	50	1	50	292	12	1	50	1	50	297	13	1	50	1	50	280	12
<b>Participation through alternate assessment (PAAP)</b>	0	0	0	0	178	1	0	0	0	0	182	1	0	0	0	0	169	1
Identified disability (PET/IEP)	0	0	0	0	178	100	0	0	0	0	182	100	0	0	0	0	169	100
LEP	0	0	0	0	7	4	0	0	0	0	6	3	0	0	0	0	5	3
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	0	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	32	0	0	0	0	0	34	0	0	0	0	0	38	0
<b>Non-participation – other</b>	0	0	0	0	113	1	0	0	0	0	117	1	0	0	0	0	140	1

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 8  
SAU: Somerville School Department  
School: Somerville Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 862–880)	2006-2007	0	0	0	0	2407	16
	2007-2008					3428	23
	<b>2008-2009</b>	<b>2</b>	<b>40</b>	<b>2</b>	<b>40</b>	<b>2857</b>	<b>20</b>
	Cum. Total*					8692	19
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 842–860)	2006-2007	4	57	4	57	7494	49
	2007-2008					7179	48
	<b>2008-2009</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>7431</b>	<b>51</b>
	Cum. Total*					22104	49
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 830–840)	2006-2007	2	29	2	29	3628	24
	2007-2008					2706	18
	<b>2008-2009</b>	<b>1</b>	<b>20</b>	<b>1</b>	<b>20</b>	<b>2979</b>	<b>21</b>
	Cum. Total*					9313	21
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 800–828)	2006-2007	1	14	1	14	1810	12
	2007-2008					1611	11
	<b>2008-2009</b>	<b>2</b>	<b>40</b>	<b>2</b>	<b>40</b>	<b>1214</b>	<b>8</b>
	Cum. Total*					4635	10

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	29.2	52.1	29.2	52.1	35.5	63.4
A1/A2 Interconnected Elements/Literary Text	20	36	10.4	52.0	10.4	52.0	12.3	61.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	18.8	52.2	18.8	52.2	23.2	64.4

The MEA measures student achievement of the interconnected elements of the reading process based on questions related to literary and informational/persuasive reading passages. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:  
<http://www.maine.gov/education/lres/pei/index.html>.



# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 8  
 SAU: Somerville School Department  
 School: Somerville Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	5	2	40	0	0	1	20	2	40	842	5	40	0	20	40	842	14481	20	51	21	8	850
<b>Ethnicity</b>																						
African American/Black	0										0						362	8	43	29	20	843
American Indian or Native Alaskan	0										0						116	10	46	26	18	843
Asian or Pacific Islander	0										0						231	28	43	19	10	851
Hispanic	0										0						186	17	48	23	12	847
Caucasian/White	5	2	40	0	0	1	20	2	40	842	5	40	0	20	40	842	13586	20	52	20	8	850
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	1										1						2256	2	25	40	34	834
No	4										4						12225	23	56	17	4	853
<b>Current LEP</b>																						
Yes	0										0						324	5	34	36	26	838
No	5	2	40	0	0	1	20	2	40	842	5	40	0	20	40	842	14157	20	52	20	8	850
<b>Economically disadvantaged</b>																						
Yes	1										1						5277	10	46	29	15	844
No	4										4						9204	26	54	16	5	853
<b>Migrant</b>																						
Yes	0										0						5	0	40	60	0	841
No	5	2	40	0	0	1	20	2	40	842	5	40	0	20	40	842	14476	20	51	21	8	850
<b>Gender</b>																						
Female	2										2						7074	25	51	18	6	852
Male	3										3						7407	14	51	23	11	847
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						857	9	43	35	14	843
No	5	2	40	0	0	1	20	2	40	842	5	40	0	20	40	842	13624	20	52	20	8	850
<b>Gifted/talented program</b>																						
Yes	0										0						700	69	30	1	0	867
No	5	2	40	0	0	1	20	2	40	842	5	40	0	20	40	842	13781	17	52	22	9	849

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 8  
SAU: Somerville School Department  
School: Somerville Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	40	1	50	0	0	0	0	1	50	840	40	50	0	0	50	840	8	8	39	29	24	841
B. less than one hour	40	0	0	0	0	1	50	1	50	831	40	0	0	50	50	831	51	17	53	22	8	849
C. one to two hours	20	1	100	0	0	0	0	0	0	866	20	100	0	0	0	866	36	24	52	18	5	852
D. more than two hours	0										0						5	29	45	18	9	852
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	20	1	100	0	0	0	0	0	0	864	20	100	0	0	0	864	31	35	50	11	4	856
B. good	0										0						47	16	55	21	7	849
C. fair	80	1	25	0	0	1	25	2	50	836	80	25	0	25	50	836	18	5	47	33	15	842
D. poor	0										0						3	2	39	37	22	839
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	20	0	0	0	0	0	0	1	100	816	20	0	0	0	100	816	32	27	54	14	5	853
B. They match some of what I have learned.	80	2	50	0	0	1	25	1	25	848	80	50	0	25	25	848	52	18	53	22	8	850
C. They match just a little of what I have learned.	0										0						12	11	45	29	15	844
D. There is no match.	0										0						4	6	34	33	26	838
<b>How difficult was the reading part of this test?</b>																						
A. more difficult than my regular schoolwork	0										0						15	13	42	28	17	844
B. about the same as my regular schoolwork	100	2	40	0	0	1	20	2	40	842	100	40	0	20	40	842	64	19	53	20	7	850
C. easier than my regular schoolwork	0										0						22	25	52	16	6	852
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	0										0						8	6	34	34	26	838
B. Most of the passages were about the same as what I normally read.	60	0	0	0	0	1	33	2	67	826	60	0	0	33	67	826	52	14	54	24	8	848
C. Most of the passages were easier than what I normally read.	40	2	100	0	0	0	0	0	0	865	40	100	0	0	0	865	40	30	53	13	4	855
<b>How hard did you try on the reading part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	40	1	50	0	0	0	0	1	50	841	40	50	0	0	50	841	39	19	50	22	9	849
B. I tried about the same as I do on my regular schoolwork.	60	1	33	0	0	1	33	1	33	842	60	33	0	33	33	842	54	21	53	19	7	851
C. I did not try as hard on this test as I do on my regular schoolwork.	0										0						7	12	46	27	15	845
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	0										0						19	26	53	15	6	853
B. 20 minutes to an hour	40	2	100	0	0	0	0	0	0	865	40	100	0	0	0	865	40	25	52	17	6	852
C. less than 20 minutes	0										0						15	18	51	21	10	849
D. I rarely read at home.	60	0	0	0	0	1	33	2	67	826	60	0	0	33	67	826	26	7	50	30	13	844
<b>How do you feel about the following statement?</b>																						
<b>"My knowledge of reading will be useful to me as an adult."</b>																						
A. strongly agree	60	2	67	0	0	0	0	1	33	851	60	67	0	0	33	851	42	27	51	15	6	853
B. agree	20	0	0	0	0	1	100	0	0	838	20	0	0	100	0	838	50	15	53	23	9	848
C. disagree	20	0	0	0	0	0	0	1	100	816	20	0	0	0	100	816	7	8	46	32	14	843
D. strongly disagree	0										0						2	6	39	35	21	840
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 8  
SAU: Somerville School Department  
School: Somerville Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 862–880)	2006-2007	0	0	0	0	1952	13
	2007-2008					1657	11
	<b>2008-2009</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2116</b>	<b>15</b>
	Cum. Total*					5725	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 842–860)	2006-2007	2	29	2	29	5870	38
	2007-2008					5956	40
	<b>2008-2009</b>	<b>3</b>	<b>60</b>	<b>3</b>	<b>60</b>	<b>5443</b>	<b>38</b>
	Cum. Total*					17269	39
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 830–840)	2006-2007	2	29	2	29	3982	26
	2007-2008					3729	25
	<b>2008-2009</b>	<b>1</b>	<b>20</b>	<b>1</b>	<b>20</b>	<b>3556</b>	<b>25</b>
	Cum. Total*					11267	25
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 800–828)	2006-2007	3	43	3	43	3534	23
	2007-2008					3579	24
	<b>2008-2009</b>	<b>1</b>	<b>20</b>	<b>1</b>	<b>20</b>	<b>3356</b>	<b>23</b>
	Cum. Total*					10469	23

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>56</b>	<b>100</b>	25.0	44.6	25.0	44.6	28.6	51.1
<b>A. Number</b>	<b>8</b>	<b>14</b>	2.0	25.0	2.0	25.0	3.7	46.3
<b>B. Data</b>	<b>16</b>	<b>29</b>	7.4	46.3	7.4	46.3	8.9	55.6
<b>C. Geometry</b>	<b>12</b>	<b>21</b>	5.0	41.7	5.0	41.7	5.0	41.7
<b>D. Algebra</b>	<b>20</b>	<b>36</b>	10.6	53.0	10.6	53.0	10.9	54.5

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 8  
 SAU: Somerville School Department  
 School: Somerville Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	5	0	0	3	60	1	20	1	20	836	5	0	60	20	20	836	14471	15	38	25	23	843
<b>Ethnicity</b>																						
African American/Black	0										0						367	6	24	26	44	831
American Indian or Native Alaskan	0										0						114	5	31	32	32	836
Asian or Pacific Islander	0										0						233	27	33	20	21	847
Hispanic	0										0						190	8	31	26	34	836
Caucasian/White	5	0	0	3	60	1	20	1	20	836	5	0	60	20	20	836	13567	15	38	25	22	843
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	1										1						2242	2	12	22	63	824
No	4										4						12229	17	42	25	16	846
<b>Current LEP</b>																						
Yes	0										0						336	6	18	26	51	829
No	5	0	0	3	60	1	20	1	20	836	5	0	60	20	20	836	14135	15	38	25	23	843
<b>Economically disadvantaged</b>																						
Yes	1										1						5270	6	30	28	36	835
No	4										4						9201	20	42	22	16	847
<b>Migrant</b>																						
Yes	0										0						5	0	0	40	60	828
No	5	0	0	3	60	1	20	1	20	836	5	0	60	20	20	836	14466	15	38	25	23	843
<b>Gender</b>																						
Female	2										2						7070	15	39	25	22	843
Male	3										3						7401	14	36	25	25	842
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						857	5	25	33	37	835
No	5	0	0	3	60	1	20	1	20	836	5	0	60	20	20	836	13614	15	38	24	22	843
<b>Gifted/talented program</b>																						
Yes	0										0						700	68	27	3	1	866
No	5	0	0	3	60	1	20	1	20	836	5	0	60	20	20	836	13771	12	38	26	24	841

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
 Grade: 8  
 SAU: Somerville School Department  
 School: Somerville Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	40	0	0	1	50	0	0	1	50	826	40	0	50	0	50	826	8	8	24	24	44	833
B. less than one hour	40	0	0	1	50	1	50	0	0	837	40	0	50	50	0	837	51	12	38	26	23	842
C. one to two hours	20	0	0	1	100	0	0	0	0	854	20	0	100	0	0	854	36	19	40	23	19	845
D. more than two hours	0										0						5	19	36	22	23	844
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	20	0	0	0	0	0	0	1	100	800	20	0	0	0	100	800	28	33	41	15	11	852
B. good	40	0	0	2	100	0	0	0	0	853	40	0	100	0	0	853	45	11	43	25	21	842
C. fair	40	0	0	1	50	1	50	0	0	837	40	0	50	50	0	837	21	3	27	35	35	834
D. poor	0										0						5	2	14	30	54	828
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	40	0	0	1	50	0	0	1	50	827	40	0	50	0	50	827	28	23	41	21	15	848
B. They match some of what I have learned.	60	0	0	2	67	1	33	0	0	842	60	0	67	33	0	842	52	13	40	25	21	843
C. They match just a little of what I have learned.	0										0						16	8	28	30	34	836
D. There is no match.	0										0						4	5	15	22	58	826
<b>How difficult was the mathematics part of this test?</b>																						
A. more difficult than my regular schoolwork	20	0	0	1	100	0	0	0	0	852	20	0	100	0	0	852	32	6	34	29	32	837
B. about the same as my regular schoolwork	80	0	0	2	50	1	25	1	25	832	80	0	50	25	25	832	52	13	41	25	20	843
C. easier than my regular schoolwork	0										0						16	39	35	13	13	853
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	40	0	0	1	50	0	0	1	50	827	40	0	50	0	50	827	42	12	38	26	25	841
B. I tried about the same as I do on my regular schoolwork.	60	0	0	2	67	1	33	0	0	842	60	0	67	33	0	842	52	17	39	23	20	845
C. I did not try as hard on this test as I do on my regular schoolwork.	0										0						7	12	27	27	35	837
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	0										0						34	18	40	22	20	845
B. two or three days a week	40	0	0	2	100	0	0	0	0	849	40	0	100	0	0	849	35	14	38	26	21	843
C. two or three times each month	40	0	0	1	50	1	50	0	0	841	40	0	50	50	0	841	18	12	37	27	24	841
D. never or almost never	20	0	0	0	0	0	0	1	100	800	20	0	0	0	100	800	13	9	32	25	34	837
<b>How often do you use laptops in mathematics class?</b>																						
A. almost every day	60	0	0	3	100	0	0	0	0	850	60	0	100	0	0	850	9	13	38	23	26	841
B. two or three days a week	0										0						17	11	37	26	26	841
C. two or three times each month	0										0						28	15	40	25	20	844
D. never or almost never	40	0	0	0	0	1	50	1	50	815	40	0	0	50	50	815	46	16	36	24	23	843
<b>How do you feel about the following statement?</b>																						
<b>“My knowledge of mathematics will be useful to me as an adult.”</b>																						
A. strongly agree	60	0	0	2	67	1	33	0	0	845	60	0	67	33	0	845	52	19	41	22	18	846
B. agree	20	0	0	1	100	0	0	0	0	844	20	0	100	0	0	844	39	11	35	27	27	840
C. disagree	20	0	0	0	0	0	0	1	100	800	20	0	0	0	100	800	6	7	28	26	39	835
D. strongly disagree	0										0						3	4	25	28	43	832
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

# SCIENCE RESULTS

Test Date: March 2009  
Grade: 8  
SAU: Somerville School Department  
School: Somerville Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 862–880)	2008-2009*	0	0	0	0	2155	15
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 842–860)	2008-2009*	2	40	2	40	6687	47
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 828–840)	2008-2009*	1	20	1	20	3672	26
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 800–826)	2008-2009*	2	40	2	40	1749	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Science Total Points</b>	56	100	24.4	43.6	24.4	43.6	32.0	57.1
<b>D. The Physical Setting</b>	31	55	12.2	39.4	12.2	39.4	17.1	55.2
<b>D1/D2 Earth/Space</b>	17	30	6.0	35.3	6.0	35.3	9.4	55.3
<b>D3/D4 Matter and Energy/Force and Motion</b>	14	25	6.2	44.3	6.2	44.3	7.7	55.0
<b>E. The Living Environment</b>	25	45	12.2	48.8	12.2	48.8	14.9	59.6

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:  
<http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting  
D1 - Universe and Solar System  
D2 - Earth  
D3 - Matter and Energy  
D4 - Force and Motion

Content Standard E. The Living Environment  
E1 - Biodiversity  
E2 - Ecosystems  
E3 - Cells  
E4 - Heredity and Reproduction  
E5 - Evolution

# SCIENCE RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 8  
 SAU: Somerville School Department  
 School: Somerville Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	5	0	0	2	40	1	20	2	40	834	5	0	40	20	40	834	14263	15	47	26	12	846
<b>Ethnicity</b>																						
African American/Black	0										0						360	4	31	35	30	835
American Indian or Native Alaskan	0										0						114	8	39	31	22	839
Asian or Pacific Islander	0										0						230	20	44	23	13	848
Hispanic	0										0						184	9	45	29	16	842
Caucasian/White	5	0	0	2	40	1	20	2	40	834	5	0	40	20	40	834	13375	15	47	25	12	846
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	1										1						2221	3	22	36	38	832
No	4										4						12042	17	51	24	7	848
<b>Current LEP</b>																						
Yes	0										0						331	4	20	39	37	832
No	5	0	0	2	40	1	20	2	40	834	5	0	40	20	40	834	13932	15	48	25	12	846
<b>Economically disadvantaged</b>																						
Yes	1										1						5184	6	40	33	21	840
No	4										4						9079	20	51	21	8	849
<b>Migrant</b>																						
Yes	0										0						5	0	0	80	20	829
No	5	0	0	2	40	1	20	2	40	834	5	0	40	20	40	834	14258	15	47	26	12	846
<b>Gender</b>																						
Female	2										2						6953	14	47	28	11	846
Male	3										3						7310	16	46	24	13	846
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						828	5	35	40	20	839
No	5	0	0	2	40	1	20	2	40	834	5	0	40	20	40	834	13435	16	48	25	12	846
<b>Gifted/talented program</b>																						
Yes	0										0						699	65	34	2	0	865
No	5	0	0	2	40	1	20	2	40	834	5	0	40	20	40	834	13564	13	48	27	13	845

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
 Grade: 8  
 SAU: Somerville School Department  
 School: Somerville Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N													
<b>How much homework do you do on school nights?</b> A. none B. less than one hour C. one to two hours D. more than two hours	40 40 20 0	0 0 0 0	0 0 0 0	1 0 1 0	50 0 100 0	0 1 0 0	0 50 0 0	1 1 0 0	50 50 0 0	832 827 850 0	40 40 20 0	0 0 0 0	50 0 100 0	0 50 0 0	50 50 0 0	832 827 850 0	8 51 36 5	8 14 19 17	34 48 48 49	28 27 24 20	30 11 9 14	837 846 848 847
<b>Which of the following best describes how you rate yourself as a student in science?</b> A. very good B. good C. fair D. poor	20 40 20 20	0 0 0 0	0 0 0 0	0 2 0 0	0 100 0 0	0 0 1 0	0 0 100 0	1 0 0 1	100 0 0 100	808 853 832 822	20 40 20 20	0 0 0 0	0 100 0 0	0 0 100 0	100 0 0 100	808 853 832 822	23 53 20 4	27 15 4 4	47 50 43 27	17 26 35 34	8 10 18 35	851 847 840 834
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about science?</b> A. The questions on the test match what I have learned in science class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	0 80 20 0	0 0 0 0	0 0 0 0	2 50 0 0	50 1 0 0	1 25 0 0	25 1 0 0	1 1 1 1	25 25 100 0	837 822 822 0	0 80 20 0	0 0 0 0	50 25 0 0	25 25 100 0	25 25 100 0	837 822 822 0	26 51 18 4	20 14 13 5	49 48 44 33	23 26 28 30	9 11 15 32	849 846 844 836
<b>How difficult was the science part of this test?</b> A. more difficult than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	40 60 0	0 0 0	0 0 0	2 0 0	100 0 0	0 1 0	0 33 0	0 2 0	0 67 0	853 821 0	40 60 0	0 0 0	100 0 33	0 67 0	0 67 0	853 821 0	32 56 11	13 15 21	45 49 43	28 25 22	14 11 13	844 847 847
<b>How hard did you try on the science part of this test?</b> A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	40 40 20	0 0 0	0 0 0	1 1 0	50 50 0	0 0 1	0 0 100	1 1 0	50 50 0	829 839 832	40 40 20	0 0 0	50 50 0	0 0 100	50 50 0	829 839 832	39 55 6	14 17 8	47 48 36	27 25 29	12 10 26	845 847 839
<b>Which courses do you plan to take before you graduate from high school?</b> A. earth and space science and/or biology B. the course(s) described in A, plus chemistry C. the course(s) described in B, plus physics D. a life science and physical science class	60 20 0 20	0 0 0 0	0 0 0 0	1 1 0 0	33 100 0 0	1 0 0 0	33 0 0 0	1 0 0 1	33 0 0 100	830 856 0 822	60 20 0 20	0 0 0 0	33 100 0 0	33 0 0 100	33 0 0 100	830 856 0 822	26 23 21 30	9 17 31 7	48 49 44 46	29 22 17 32	14 12 7 14	844 847 852 842
<b>How well does the following statement reflect your future goals? “I am interested in a career related to science, technology, engineering, or mathematics.”</b> A. strongly agree B. agree C. disagree D. strongly disagree	20 40 40 0	0 0 0 0	0 0 0 0	0 2 0 0	0 100 0 0	0 0 1 0	0 0 50 0	1 0 1 0	100 0 50 0	822 853 820 0	20 40 40 0	0 0 0 0	0 100 0 50	0 0 50 50	100 0 50 50	822 853 820 0	27 37 25 11	23 14 11 9	47 47 48 44	20 27 29 31	10 12 12 17	849 846 845 842
<b>How do you feel about the following statement? “My knowledge of science will be useful to me as an adult.”</b> A. strongly agree B. agree C. disagree D. strongly disagree	40 40 20 0	0 0 0 0	0 0 0 0	1 1 0 0	50 50 0 0	0 1 0 0	0 50 0 0	1 0 1 1	50 0 100 0	836 844 808 0	40 40 20 0	0 0 0 0	50 50 0 0	0 50 100 0	50 0 100 0	836 844 808 0	31 50 14 5	22 14 9 3	46 49 45 38	22 26 31 34	10 11 15 25	849 846 843 837
<b>Optional school/SAU question</b> A. B. C. D.	0 0 0 0										0 0 0 0											

E = Exceeds the Standards    M = Meets the Standards    P = Partially Meets the Standards    D = Does Not Meet the Standards  
 N = Number